

ABSTRACT

AGUSTINA ARI WISUDAWATI: *Developing Character-Based English Speaking Learning Material for the Grade X Students of SMKN 6 Yogyakarta Majoring in Tourism. Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2014*

This research study was aimed at developing the product namely Character-Based English Speaking Learning Material for the Grade X Students of SMKN 6 Yogyakarta Majoring in Tourism.

This research applied the research and development following the steps of (1) planning, (2), designing (3), implementing and (4) disseminating. The data gatherings were conducted through three techniques namely (1) observations at the inbound tourism businesses, the future working fields of SMK students majoring in tourism, (2) observation at school, (3) interviews at the working fields, (4) questionnaires distributed to (a) an expert, (b) the teachers, (c) a graphic designer, and (d) the students. Observation was for need analysis. Questionnaire was to measure the quality of the product.

The study presented the need analysis result in the working field, to design the learning material namely (1) various contexts, (2) language elements, and (3) character. The study presented the need analysis result in school to design the learning material namely (1) various context of language function for specific purpose, (2) language function for specific purpose, (3) grammar, (4) vocabularies for specific purpose, pronunciation, (5) character, and, (6) various speaking activities. The description of the first product was (1) brainstorming ideas, (2) vocabulary and pronunciation part, (3) guided language production part, (4) explanation on language function part, (4) semi guided language production part, (5) moral knowing part, (6) explanation on grammar part, (7) free language production and moral action part, (8) material and moral reflection part and, (9) summary part. The description of the first product was (1) brainstorming ideas, (2) vocabulary and pronunciation part, (3) guided language production part, (4) explanation on language function part, (4) semi guided language production part, (5) moral knowing part, (6) explanation on grammar part, (7) free language production and moral action part, (8) material and moral reflection part and, (9) summary part. After that, the product was validated by (1) the expert, (2) the teachers (3) the graphic designer. The quality of the first product is acceptable to be disseminated with some revisions on grammatical errors. The quality was based on the degree of acceptability. The description of the second product is similar to that of the first product after being revised. The quality of the first product is acceptable to be disseminated without any revision. The description of the final product is similar to that of the first product after being revised. Then, it was implemented; the quality of the product was assessed by the students by asking them to fill in the questionnaires. Based on the result of the assessment, the product was acceptable to use without any revision.

Keywords: *Character based English speaking learning material*

ABSTRAK

AGUSTINA ARI WISUDAWATI: *Mengembangkan Materi Pembelajaran Bahasa Inggris dalam Kemampuan Berbicara Berbasis Karakter untuk Siswa Kelas X SMKN 6 Yogyakarta Jurusan Pariwisata. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2014*

Penelitian ini bertujuan untuk mengembangkan produk yaitu Materi Pembelajaran Bahasa Inggris dalam Kemampuan Berbicara Berbasis Karakter untuk Siswa Kelas X SMKN 6 Yogyakarta Jurusan Pariwisata.

Penelitian ini merupakan penelitian dan pengembangan yang meliputi tahap (1) perencanaan, (2), desain (3), pelaksanaan dan, (4) diseminasi. Terdapat tiga teknik pengumpulan data yaitu (1) observasi di agen pariwisata perjalanan dalam-luar negeri, dunia kerja siswa SMK, (2) observasi di sekolah, (3) interview di dunia kerja, (4) kuesioner yang dibagikan kepada (a) ahli, (b) guru (c) ahli grafis, dan (4) siswa. Observasi bertujuan untuk mendapatkan data analisis kebutuhan. Kuesioner bertujuan untuk menilai kualitas produk.

Analisis kebutuhan di dunia kerja menunjukkan beberapa aspek untuk menyusun produk yaitu (1) beragam konteks, (2) elemen kebahasaan, dan (3) karakter. Analisis kebutuhan di sekolah menunjukkan beberapa aspek untuk menyusun produk yaitu (1) beragam konteks, (2) fungsi bahasa secara spesifik (3) tata bahasa, (4) kosakata secara spesifik dan pengucapan, (5) karakter, dan (6) beragam aktivitas pembelajaran. Deskripsi produk awal adalah (1) curah gagasan (2) kosakata dan pengucapan, (3) produksi bahasa dengan panduan, (4) penjelasan fungsi bahasa, (5) pengetahuan moral, (6) penjelasan tata bahasa, (7) produksi bahasa tanpa panduan dan tindakan moral, (8) refleksi, dan (9) rangkuman. Deskripsi produk pertama adalah (1) beragam konteks, (2) fungsi bahasa secara spesifik, (3) tata bahasa, (4) kosakata secara spesifik dan pengucapan, (5) karakter, dan (6) beragam aktivitas pembelajaran. Deskripsi produk awal adalah (1) curah gagasan, (2) kosakata dan pengucapan, (3) produksi bahasa dengan panduan, (4) penjelasan fungsi bahasa, (5) pengetahuan moral, (6) penjelasan tata bahasa, (7) produksi bahasa tanpa panduan dan tindakan moral, (8) refleksi, dan (9) rangkuman. Produk kemudian divalidasi oleh (1) ahli, (2) guru, dan (3) desainer grafis. Kualitas produk pengembangan pertama dinyatakan layak digunakan dengan beberapa revisi kesalahan tata bahasa dalam penulisan. Kualitas produk didasarkan pada level keberterimaan produk. Deskripsi produk kedua adalah sama dengan produk pertama setelah direvisi. Produk kedua dinyatakan layak digunakan tanpa revisi. Produk kemudian diimplementasikan. Kualitas produk diukur dengan meminta siswa mengisi kuesioner. Berdasarkan hasil penilaian siswa, produk dinyatakan layak digunakan tanpa revisi.

Kata kunci: *materi pembelajaran Bahasa Inggris kemampuan berbicara berbasis karakter*